THE INFLUENCE OF ETHICAL LEADERSHIP, INTEGRITY AND AFFECTIVE COMMITMENT ON ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF TEACHER OF STATE SENIOR HIGH SCHOOL AT THE CITY OF DEPOK

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ABSTRACT

The objective of this research is to find the influence of ethical leadership, integrity and affective commitment on organizational citizenship behaviour of teacher in Depok state Senior High school. This research uses a quantitative approach. The research was conducted by a survey method with path analysis applied in testing hypothesis. The research population is taken from 198 teachers of 13 Depok state Senior High School by propotional random sampling. Data are obtained from questionnaire, it analyzed using description statistic and inferential statistical. The result of research: (1) direct positive effect of ethical leadership on organizational citizenship behaviour, (2) direct positive effect of integrity on organizational citizenship behaviour, (3) direct positive effect of affective commitment on organizational citizenship behaviour, (4) direct positive effect of ethical leadership on affective commitment, (5) direct positive effect of integrity on affective commitment, (6) direct positive effect of ethical leadership on integrity.

Keywords: ethical leadership, integrity, affective commitment, OCB.

I.   INTRODUCTION

Teacher is a profesional educator with several piorories duty, such as, teachh, educate, lead, manage, appreciate, and evaluate the student from formal education, elementary, junior, and high school. The Mayor of Depok (2016) in his speech in Teacher's Day and Indepence PGRI to 71 in Depok said that there are 5 succesfull key in learning proccess, there are; (1) focus on providing model of behaviour and personality, (2) integrity as a teacher, (3) Commitment as a teacher, (4) Solidarity in relation with another teacher, and (5) cooperation in performing the duty and authority. In addition, teacher become one of successfull indicator in the school as the teacher OCB contribution, headmaster ethical leadership, integrity, and teacher affective commitment in oder to increase the education quality.

Organ (1988) states, OCB definition, it represents the "individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization. Teacher's profesionalism to create OCB behaviour, that are; First, teaching practice shows skill influences, Second, teacher's commitment toward the student succeeded. The purpose of teaching is motivated the teacher to fulfill the minimal spesification requirements of duties in the school.

Based on the observation through pra-survey that has been done by the teacher in Depok State Senior High School, the indisipliner performances still exist. Teacher's ocb which is not optimal such as contribution toward the organization, uncomfortable in working, a voluntary behaviour to help the partner or the organization. The leadership of headmaster which is not ethical (illegal charge, corruption, absent, and there is no training for the teacher). Teacher's integrity which is not optimal such as, teacher attendance, late for work, negligent in performance duty, less courage in making decision, and inculcate the righ and honest value. Teacher's affective commitment which is not optimal like the involvement and loyality in the organization.

Furthermore, as a result of less teacher's integrity that caused deceitful, negligent, and inconsistency in perfoeming the duty. Similarly, Becker (1988) states, integrity means that a person's behaviour is consistent with espoused values and that a person is honest trustworthy. Becker also states, "Integrity is the reputation for truthfulness and honesty of the trusted person.

Moreover, related with affective commitment of Depok State Senior High School teacher like emotional relation with organization, involvement organization, sacrifice, and uncomfortably work that are not optimal yet, Meyer and Allen

(1990) state, affective commitment reflects employee's emotional attachment to, identification with and involvement in the organization. Further, Meyer and Allen (1997) state, affective commitment is a person's emotional attachment to the organization, felt himself parts of the organization and want to be involved with the organization and feel happy to be a member of the organization. In relation with integrity, this data supports the statement of Depok Head of Education Department, Pansila (2016) states, about 70% teachers in Depok is not qualified, from 3000 teachers only 900 teachers who are qualified of teacher's standard certification. There are 70 % teachers in Depok who do not have enough qualification in teaching process. He is discovered that 3000 teachers who are not qualified are from elementary until senior high school. Based on the observation in several schools, the teacher is not appropriate of teacher's certification standard.

Based on the situation and condition above that shows teachers in Depok State Senior High School that not optimal in performing the job. those happen because of teacher's OCB which is not optimal such as, contribution toward the organization, uncomfortably in working situation, and there is no intended voluntary behaviour to help the partner and the organization. In addition, Organ as quoted by Swaminathan and Jawahar (2013) set forth that conscientiousness defined as dedication to the job which exceed formal requirements such as working long hours and volunteer perform jobs besides duties.

Dealing with this, Pansila (2016) set forth that the teaching method performed by teachers far below the certification standards they have. Furthermore, pansila pointed out that the teachers just sitting around and lets the noisy class during the course. In addition, the equivalence of lesson activities is less than 24 hours per week, since many teachers looking for additional jobs outside school. Yet in addition to a fixed salary every month teachers get teacher certification allowance from the government. Due to this condition, pansila asks the Ministry of Education to revise the Regulation of the Minister of Education and Culture No. 04 Year 2015 on the number of Learning Hours 2015 from 24 hours per week to 40 hours per week.

Whereas, the etical leadership, the headmaster of Senior high school 13 Depok has been done illegal charge, corruption, and low integrity in performing his duty. Related to this Kalsoven and Boon (2012) explains, ethical leadership defined as a person which is consistent, caring and fair and feel responsible for every action done by them. In addition martinez and Ruiz as quoted by Derr (2012) explain that ethical leadership is a style that strives to motivate ethical behavior in employees by the display of the thoughts, values, attitudes and good behavior of the leaders.

Regard with the ethical leadership case, likewhat quoted by Sinaga (2016), 3 headmasters and 1 Treasurer of SMAN in Depok City Corrupted for FP2SMAK Fund Rp 387.000.000. The Audit of the Financial and Development Supervisory Board (BPKP) of DKI Jakarta Province revealed that there has been corruption of the Facilitation Fund for SMA and Vocational Education (FP2SMAK) in Depok. Based on the results of the audit, the Deputy Criminal Section of the State Prosecutor's Office (Kejari) Depok, Andarias (2106), stated that the known corrupted funds reached Rp 387.100.000. Funds of that amount divided to four suspects namely 3 headmasters and 1 treasurer.

Due to the lack of teacher integrity such as dishonesty in work, neglect in performing tasks and less consistent in carrying out the task. Becker in Storr (2004) states, integrity means that a person's behavior is consistent with espoused values and that a person is honest trustworthy. Becker also stated, "integrity is the reputation for truthfulness and honesty of the trusted person. Integrity is a reputation for honesty and an honest and trustworthy person.

Whereas the integrity case, Millions of Rupiahs use for nothing due to Senior High School programs (Republika: 2015). The Registration of new students (PPDB) of the academic year 2015-2016 raises the some problems. Such as the Filial schools (long distance class) issued to bring positive impact are colored by illegal levies. The Republican reporter, Andi Mohammad Ikhbal (2016) conducted an investigation to disclose the chaotic preparation of the program. Dealing with the case, Inspector General Kemendikbud Daryanto (2015) disclose the act of illegal levies or registration with the back lane is clearly not allowed. He said the government is tasked with curbing illegal levies and other irregularities. Depok City Education Office opened three schools filial level of SMAN or class far from the academic year 2015-2016.

In addition, the registration of Filial school is divided into three zones: eastern zone in Cimanggis, middle zone in Cilodong and west zone in Sawangan. The opening of a filial school is a solution to the unavailability of many junior high school graduates wanting to enter SMAN. The spirit is the right of the child to obtain a proper education in accordance with the Indonesian constitution. But in the implementation of the deviation occurs. One of the prospective students SMAN 3 Depok, Inggrid (15 years) admitted disappointed because knowing if the place to study is a filial school. because he does not want school there. I'm embarrassed, "said Inggrid as he devoted his feelings to Republika (12/8). Inggrid is one of hundreds of prospective students who will be studying at SMAN 3 Filial Depok who ride in SD Karakter Pemuda Bangsa. The existence of the school is not far from SMAN 3 Depok, in Jalan Raden Saleh, Cilodong, Depok, West Java (West Java).

Inggrid admitted his NEM value is not small, that is 32.35. He admitted actually already accepted in SMAN 8 Depok, but his parents got the lure of one of the teachers that can be accepted in SMAN 3 Depok by paying Rp 7,000,000.

The lowest NEM value can be entered in SMAN 8 Depok is 32.00, while in SMAN 3 Depok must have the lowest NEM 34.00.

Associated with affective commitment of senior high school teachers in Depok City such as emotional attachment to the organization, involvement in the organization, sacrifice and comfort work that has not been optimal. Associated with affective commitment, Meyer and Allen as quoted by Sanesca (2013) states, affective commitment reflects employee emotional attachment to, identification with and involvement in the organization. Furthermore, Meyer and Allen (1997) also explain, affective commitment is a person's emotional attachment to the organization, and is a member of the organization and feel happy to be a member of the organization.

Related to integrity, the data indicating this refers to the statement of the Depok Head of Education Dept., Pansila (2016) reveal of about 70% of teachers in the city of Depok less qualified Of the 3000 teachers who have only 900 who meet the standards of teacher certification. 70% of public teachers in the city of Depok do not have sufficient teaching skills. The teachers in Depok city were not innovative in teaching. They are not able to make students become actively learning and create a creative learning environment. He revealed that 3000 teachers are scattered in a number of public schools ranging from elementary to high school. Based on the results of their monitoring in a number of schools, their teaching quality is not in accordance with the quality certification standards they get.

II.   THEORITICAL FRAMEWORK

2.1   Organizational Citizenship Behavior (OCB)

Colquitt, LePine dan Wesson (2011:41) set forth OCB which is defined as voluntary employee activities that may or may not be rewarded but contribute to the organization by improving the overall quality of the setting in which work takes place.

2.2   Ethical leadership

Brown, Trevino & Harrison (2005:120) argue, ethical leadership is the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making.

2.3   Integrity

Becker (1998) dan Perry and Proctor-Thomas (2002) discus, integrity means that a person's behavior is consistent with espoused values and that a person is honest trustworthy.

2.4   Affective Commitment

Affective commitment is a person's tendency to survive as a member of the organization. Dealing with this, Meyer dan Allen (1997) states affective commitment is a person's emotional attachment to the organization, felt himself parts of the organization and want.

III.   RESEARCH METHOD

This research is used Survey and technique path analysis method. The result experiment of 30 participant, for 34 OCB variable is valid wit realibility coeficient r = 0,939, the consideration of 39 ethical leadership variable is known valid with realibility coeficient r = 0,966, the consideration of 40 integrity variable is known valid with reability coeficient r = 0,961 and 35 affective commitment variable is known valid with reability coeficient r = 0,954. There are 389 participant as the population of the research. The sample is taken from random sampling technique with 198 teachers in State Senior High School 13 Depok.

3.1.   HYPOTHESIS

H1. Direct Positive Effect of Ethical Leadership toward OCB.

H2. Direct Positive Effect of Integrity toward OCB.

H3. Direct Positive Effect of Affective commitment toward OCB.

H4. Direct Positive Effect of Ethical Leadership toward Affective Commitment.

H5. Direct Positive Effect of Integrity toward Affective Commitment.

H6. Direct Positive Effect of Ethical Leadership toward Integrity.

3.2. CONSTELLATION OF RESEARCH PROBLEM

Annotation

X_1 = Ethical Leadershi

X_2 = Integrity

X_3 = Affective commitment
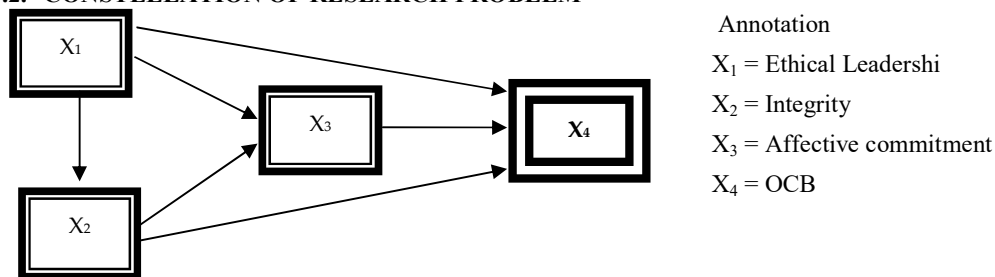
X_4 = OCB

FIGURE 1:

IV.   RESULT AND DISCUSSION OF THE RESEARCH
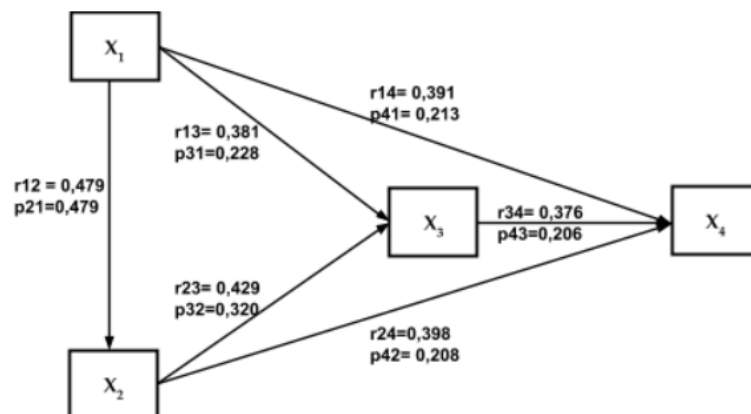
A.   RESULT OF THE RESEARCH

FIGURE 2:

The result of this research shows: (1) The effect of ethical leadership toward OCB result is obtainable corelation coeficient r_{13} = 0,391 and path coeficient p_{31} = 0,213. The enhancement of OCB is caused by the accuracy of ethichal leadership, (2) the enhancement of integrity toward OCB result is obtainable corelation coeficient r_{23} = 0.398 and path coeficient p_{32} = 0,208. The ehancement of OCB is caused by the accuracy of integrity, (3) the effect of affective commitment toward OCB is obtainable result of corelation coefficient r_{12} = 0,376 and path coeficient p_{21} = 0,206. The escalation of OCD caused by effective commitment accuracy, (4) erthical leadership effect gtoward affective commitment is obtainable result of corelation coefficient r_{13} = 0,381 and path coefficient p_{31} = 0, 228. The escalation of affective commitment caused by ethical leadership accuracy, (5) the effect of integrity toward affective commitment is obtainable result of corelation coefficient r_{23} = 0,429 and path coefficient p_{32} = 0,320. The escalation of affective commitment caused by integrity accuracy and (6) the effect of ethical leadership toward integrity is obtainable result of corelation coefficient r_{13} = 0,479 and path coefficient p_{31} = 0,479. The escalation of integrity can be caused by ethical leadership accuracy.

TABLE 1: The Result of Hypothesis Trial

Direct Effect	Path Coeficient	$t_{quantification}$	t_{table}	Conclusion
X_1 to X_4	0,213	2,92	1,99	H_0 rejected, H_1 accepted. There is direct positive effect of X_1 to X_4
X_2 to X_4	0,208	2,78	1,99	H_0 rejected, H_1 accepted. There is direct positive effect of X_2 to X_4
X_3 to X_4	0,206	2,90	1,99	H_0 rejected, H_1 accepted. There is direct positive effect of X_3 to X_4
X_1 to X_3	0,228	3,17	1,99	H_0 rejected, H_1 accepted. There is direct positive effect of X_1 to X_3
X_2 to X_3	0,320	4,45	1,99	H_0 rejected, H_1 accepted. There is direct positive effect of X_2 to X_3

Direct Effect	Path Coeficient	$t_{quantification}$	t_{table}	Conclusion
X_1 to X_2	0,479	7,64	1,99	H_0 rejected, H_1 accepted. There is direct positive effcet of X_1 to X_2

B. DISCUSSION

4.2.1. The Effect of Ethical Leadership Toward OCB

Based on the result of research calculation, it is obtainable value of corelation coefficient in the amount of 0,391 and coefficient path in the amount of 0,213. Consequently, ethical leadership gives direct positive effect toward OCB. The result of hipothesis trial indicates that ethical leadership has a significance effect toward OCB. Ethical leadership is affected the leader behaviour and the employee. The function of ethical leadership is affected a leader behaviour in order to adjust norm, ethic, and organizational value.

OCB is a voluntary behaviour of someone to help her or his partner or organization for finishing their duty. If a leader adjust a norm, ethic, and organizational value, it will create a technique of influences from the leader. A leader use a technique to influence which is acceptable for the employees and adjust norm, ethic, and organizational value in their behaviour. In relation with the statement above, McShane and Glinow (2010) explain, a leaders capacity to affect employee attitudes and behaviours can be measured by a variety of factors including employee job performance, job involvement, job satisfaction, OCB and organizational commitment. Anwar, Rehman Khan and Ungku (2010) state, ethical reasoning among followers can be enhanced through ethical leadership and employees behaviours can be improved by enhancing their emotional state. Next, Kate and Amin (1987) state, ethical leadership because of impact that leaders have on organizational behaviour and ultimately on organizational performance is of particular importance and uniqueness.

Mitonga-Monga & Cilliers (2016) state, this high level of organizational citizenship behaviour can be achieved by the behaviour of ethical leaders, facilitating employee's positive identification, loyalty and nourishing their engagement in extra-role behaviour. Further, Anwar, Talat, Khan and Ungku (2012) explain; all the employees emotionally attached with the organization indirectly influence relationship between ethical leadership and citizenship behaviours. Robbins and Judge (2015) explain, leaders rated as highly ethical tend to have followers who engage in more organizational citizenship behaviours and who are willing to bring problems to leader's attention.

A high ethical leadership from a leader will be affected the employee to have OCB toward the organization. Ivancevich, Konopaske and Matteson (2008) explain, finally, a major influence on OCB_s is the leadership that employees receive from their managers, specifically trust between an employee and a manager and a management style that encourages the development of ethical leadership among employees have been found to encourage the expression of OCB_s. Further, Yukl (2010) also states, Most theories of ethical leadership emphasize the importance of leader influence on followers and ethical climate of an organization. Such behaviour is usually regarded as a form of unethical leadership. The research on it finds negative consequences for followers and the organizational citizenship behaviour (OCB) by employees.

Luthans (2011) explains, these influences acting interdependently, serve to help identity and shape ethical behaviour in today's organizations. There is increasing evidence of the positive impact that ethical behaviour and corporate social responsibility programs have on "bottom-line" performance. Luthans (2011) also explains, because unethical and deviant behaviour not only can impact the well-being of employees, but also can have a detrimental effect on individual and organizational performance. The study of ethics, has been receiving increased attention in organization behaviour. Based on the explanation from several theorist, it can be concluded that etichal leadership can give direct positive effect toward OCB.

4.2.2. The Effect of Integrity Toward OCB

Integrity is a personal strenght in order to create someone who trustworthiness by another person to achieve the purpose. OCB is a voluntary behaviour of someone to help the partner or the organization to finish the duty. Dineen et al., (2006) state, "integrity in behaviour can be termed as the alignment of words with deeds, which implies to fact that what one says is congruent to what one does." similarly, Kouzes and Posner (1987) state, considerable integrity is required in order to ensure and congruency between one's values, beliefs and behaviour. Integrity is an inner power that is showed in the behaviour and trustworthiness. Moreover, Ferdig (2007) states, integrity based on the behavioural integrity literature. Integrity behaviours are described as word alignment or the extent to which what one says in line with what one does.

A leader should became a model of his employee in order to show the important of duty in organization. Therefore, it is like a body which is move together with different function to achive the purpose. Yukl (2010) states, a key determinant

of perceived integrity is the extent to which a leader's behaviour is consistent with value articulated repeatedly to followers. A leader who hopes to inspire others to support an ideology or vision must set an example in his or her own behaviour. Integrity is importsnt in order to increse someone's OCB. Fields (2007) states, although many of these definitions are quite different there seems to be a baseline consensus among researches that integrity involves congruence between one's values and one's behaviours.

Musschenga (2001) states, accordingly, although lacking a common theoretical thread, many leadership researches seem to agree in that as a minimum, Integrity involves a wholeness or consistency of behaviour that is simultancously grounded in morality. Alternative concept of integrity is inclined to integrity behaviour in every individuals. Integrity as a power to determine a person quality through their behaviour. Someone's integrity can be implemented in their behaviour such as, honesty, sincerity, and relationship. As a result, integrity is giving dirrect positive effect toward OCB.

4.2.3.   Affective Commitment Effect Toward OCB

Affective commitment is a relation between individual in emotionally way to give positive effect and to settle trustworthiness in organization. Affective commitemnet is part of organizational commitment which is focus on emotional of the employee in the organization. Meyer et al, (2002) state, affective commitment that employees can be a predictor for the emergence of extra role behaviour. Employees who feel affective commitment has an emotional attachment to the organization feel part of the organization and a desire to do the best for the organization and will bring OCB. Next, O'Reilly and Chatman (1986) explain, affective commitment explains that identification reflects a desire for affiliation which led to the organization members to behave in ways that are consistent with the expectations of the organization that has intrinsic motivation to produce the best performance. Colquitt, LePine and Wesson (2001) state, employees who are affectively committed to their employee tend to engage in more interpersonal and organizational citizenship behaviour, such as helping, sportsmanship and boosterism.

The preference of the employee who has affective commitment will be loyal in the organization because they work with their own pretension. Mathieu et al, (1990) state, commitment reduces the employees' intentions to leave the organization and promote the innovative behaviours in the organization by increasing the individual performance. Further, McShane and Glinow (2010) state, in contrast to the benefits of affective commitment, employees with high levels of continuance commitment tend to have lower performance and are less likely to engage in organizational citizenship behaviour.

George and Jones (2012) state, affective commitment is more likely when organizations are socially responsible and demonstrate they are committed to employees. Employees with high levels of affective commitment are less likely to quit and may be more likely to perform organizational citizenship behaviour. Affective commitment can be said as determination of employee's dedication and loyalty. Langton and Robbins (2010) state, affective commitment is strongly assosiated with positive work behaviours such as performance, attendance and citizenship.

Moreover, Anwar, Khan and Ungku (2012) state, affective commitment will mediate the relationship between supervisors ethical relationship and organization citizenship behaviour. Affective commitement appears because of the neccesary and the dependance of activity that has been done or has been left by the organization. This commitment is formed to create the employee who has a strong faith in order following all organizatinal value and trying to achieve the purpose of the organization as priority.

McShane and Glinow (2010) state, employee involvement increase affective commitment by strengthening the employee's psychological ownership and social identity with the organization. Luthans (2011) states, affective commitment involves the employee's emotional attachment to, identification with and involvement in the organization. Meyer and Allen (2014) state, "employees with a strong affective commitment continue employment with the organization because they want to do so. Yukl (2010) states, sometimes these affects are consistent, such as when higher employee trust and affective commitment also result in improved financial behaviour for the organization. Affective commitment has a positive effect toward conscientiousness.

 Colquitt, Lapine and Wesson (2011) state, conscientiousness has a moderate positive effect on commitment. Conscientiousness employees have higher levels of affective commitment and higher levels of normative commitment. So, it can be concluded that affective commitment give direct positive effect toward OCB.

4.2.4.   Ethical Leadership Effect Toward Affective Commitment

A high ethical leadership behaviour of a leader in order to create high commitment of the employee in ortganization. In relation with it, Brown et al. (2005) explain the influence of ethical leadership with affective commitment as follows; ethical leaderships are likely to positively induce affective commitment of subordinates because of their altruism, honesty,

trustworthiness, fairness and compassion. However, few studies have examined how ethical leadership relates to followers affective commitment. In addition, several studies has been observed how ethical leadership is connected with affective commitment of the employee. Ethical leadership can be influenced the employee's commitment to increase OCB in performing the duty.

Neubert et al, (2005) state, a study by suggested that ethical leadership by the managers should enhance the affective commitment among the employees. Further, Khuntia dan Suar (2004) state, another study showed a positive linkage between ethical leadership and affective commitment, but this study confounded ethical leader behaviours with empowering and supportive leader behaviours. Moreover, neither of these studies elucidated the mechanism through which ethical leadership may related to followers organizational and work unit commitment.

A high ethical leadership behaviour of the leader can create a high commitment of the employee and increase job performance in organization. Similarly, Hanford dan Leithwood (2013) explain teachers trust to principals most influenced by practices such as effective leadership, consistency, reliability, openness, respect and integrity. These practices are likely to encourage teachers to be more committed to their careers. Brown and Trevino (2010) state, the extent to which ethical leadership by top executives influences ethical behaviour is related to different outcomes such as follower satisfactions, commitment, behaviour and performance. Yukl (2010) explains, a third theme involved leadership development as a result of finding a cause that is worthy of strong commitment (the values and beliefs are internalized and become a strong self-identity. If the value and action of the leader is consistent , but most of the employee refuses the values it means that the leader does not have enough influence on the employee.

The leader who have an ethical leadership will be affected the employee to have a commitment toward the organization and give a contribution toward the organization, likewise Yukl (2010) explains, influencing follower commitment and optimism are central aspects of most theories about effective leadership. Leaders are usually expected to influence follower commitment to an existing task or a new activity. However this influence is also the source of ethical concerns. The problem for evaluating ethical leadership when the interests of the leader, the followers and the organization are congruent and can be attained by actions that do not involve much risk or cost to any of the parties. Ultimately, ethical leadership is gicing direct positive effect toward the affective commitment.

4.2.5.   The Effect of Integrity Toward Affcetive commitment.

Integrity is an accurancy of individual behaviour toward the values which is embraced in organization with its behaviour. Integrity is an intruction which is leading someone's behaviour. Integrity is a whole description of someone's personality. Affective commitment as a part of organizational commitment which is focusing on emotional side of the employee in the organization.Integrity is a concept which is focused on the someone compatibility with principle or a value that has been choosen. Integrity is including someone's commitment toward the society's principle or organization.

Anwar, Talat, Khan and Ungku (2009) explain, as honesty, benevolence and integrity (elements of SEL) build trust and social exchange relationship should enhance organizational commitment ultimately. Schlenker also explains, integrity as a steadfast commitment to one's principle. There is an inclination that someone who has a high integrity toward the organization will create a high commitment behaviour for loyalty and active in the organization. McShane and Glinow (2010) state, affective commitment is higher in organizations that fulfil their obligations to employees and abide by humanitarian values, such as fairness, courtesy, forgiveness and moral integrity.Furthermore, Furrow also states, described integrity as the extent to which our various commitments form a harmonious, intact whole.

 Musschange (2001) explains, labeled this aspect of integrity as personal integrity and also proposed the complimentary concept of moral integrity which is the result of socially shared moral identity confering commitments. A leader of an organization with all of the member of the organization will try to increse the integrity to build and to defend the right of every individuals in order to perform and to handle their own duties in order to increase job performance.In the same way, Handford and Leithwood (2013) explains, teachers trust to principals most influenced by practices such as effective leadership, consistency, reliability, openness, respect and integrity. These practices are likely to encourage teachers to be more committed to their careers.

Similarly, Astin, DePree and Northouse (2007) state, leaders with integrity inspire confidence in others...it is the most critical factor in building a committed team. Because leaders with integrity can be trusted to do what they say they are going to do. Integrity as a form of open communication which is focused in someone's commitment toward values in their behaviour. In relation with that, Lager (2010) states, integrity based ethics programs produce employees that are more prone to being committed to their organization, more aware in an ethical sense and more willing to report problems ethical in nature.

Yukl (2010) states, integrity; communicates in an open and honest way, keep promises and commitment, acts in ways that are consistent with espoused values, admits and accepts responsibility for mistakes does not attempt to manipulation or deceive people. Further, Yukl (2010) also states, the leader can enhance follower commitment to the mission

and confident in their ability to accomplish it by articulating an appealing vision, providing encouragement and modelling appropriate behaviours. Social identification is increased by the leader's emphasis on morality and high level of personal integrity and honesty. As a result, integrity gives direct positive effect toward affective commitment.

4.2.6.   The Effect of Ethical Leadership Toward Integrity

Ethical leadership of the leader can create a responbility toward moral behaviour. Integrity is implementation of someone's performance that has been done for concistency in moral and decision. This concistenty toward moral principle is called moral integrity. in order to create moral integrity, honesty must be based on moral principle and ethic values in society or organization. Aronson in K states, the literature of ethical leadership has rooted from shares elements of motivating followers, leaders' character and integrity and encouraging and empowering people. In the same way, DePree (1992) states, leaders with integrity can be trusted and modelling the way to ensure consistency and congruency. Moreover, integrity often considered too be an important aspect of leadership in general.

A connection between ethical leadership with integrity is connected with honesty. Honest is a declaration of someone who states that he is not faking the existence to betray the conviction and the consciousness in their behaviour. Then, Kalshoven (2012) states, that ethical leader should imbue integrity in their self in order to be said as an ethical person through consistence of words and act and keep promises. Ethical leadership is a leader of organization who can create integrity for the member of organization. Khalid explains, the culture of integrity that imbedded into organization system impacts the actions and policies of the leadership team and the quality of the corporate governance system. Next, Resick et al., (2006) explain, studies on moral leadership characteristics indicate features such as moral character and integrity, ethical awareness, orientation to the community and people empowerment and encouragement and is moral accountability. Further, Hader (2007) explains, better work level involved sense of integrity between subordinate and the leader. Their findings drew attention to leadership as a relational activity that included shared values.

Robbins and Judge (2015) state, companies that promote a strong ethical mission, encourage employees to behave with integrity and provide strong leadership can influence employee decisions to behave ethically. Yukl (2010) also explains, interest in ethical leadership and the influence of leaders values and Integrity has been growing rapidly and several different theories describing ethical leadership have emerged. Similarly, Yukl (2010) explains, leader integrity and concern for subordinates is likely to increase their trust, loyalty and satisfaction with the leader. In addition, Yukl (2010) explains, followers of authentic leaders have more personal identification with the leader and more social identification with the team or organizational unit. Social identification is increased by the leader's emphasis on morality and high level personal integrity and honesty.

Ethical leadership in organization event is a demension which can not be integralled from daily organization. Without the effective of ethical leadership it can be caused the stability and integrity of the organization member is hampered. It can be concluded that ethical leadership gives direct positive toward integrity.

V.   CONCLUSION

The result can be concluded as follow;

1.   There is a positive effect in ethical leadership toward OCB. Hence, ethical leadership become the most important impact which is causing teachers' OCB.

2.   There is a positive effect between ethical leadership and OCB, it means that high integrity is upgrading teacher's OCB.

3.   There is a possitive effect in affective commitment with OCB. As a result, a high affective commitment caused enhancement of teacher's OCB.

4.   There is a positive influence in ethical leadirship toward the affective commitment. Moreover, the headmaster ethical leadership will be enhancement affective commitment of the teacher.

5.   There is a positive effect in integrity toward affective commitment. It means that high integrity caused enhancement of teacher;s affective commmitment

6.   There is a positive effect of ethical leadership toward integrity. It means that a high ethical leadership of the headmaster caused enhancement of teacher's integrity.

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